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AUTHOR Heller, Rafael
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ABSTRACT

Teacher employment patterns in metropolitan Chicago (Illinois) were studied using data from the Illinois State Board of Education. Findings show no signs of affirmative action in many of the region's rapidly growing school systems. In many of the metropolitan area's districts, there is a persistence of segregated employment patterns and the exclusion of minority professionals. A review of hiring patterns in the districts around the city show that no progress is being made in improving minority representation on faculties. Since 1980, suburban minority enrollment has grown to 24.5% of the total, but the minority teaching force has risen only 0.6% to 5.8%. The Chicago suburbs employ nearly 64% of the region's teachers but only 16% of the black teachers. Although 1 in 12 suburban students is Hispanic, only 1 in 100 suburban teachers is Latino. Almost 1 in 12 suburban students is Asian, only 1 of 1,100 principals is from an Asian background. The residential segregation of the area means that few minority teachers are likely to be living in the suburban districts. Nevertheless, residential patterns are more dependent on job opportunities than they are responsible for them. Suburban Chicago schools should make the extra effort necessary to attract and hire minority teachers. Appendixes present tables on enrollment, staffing by county, and suburban staffing by districts. (Contains eight figures, three appendix tables, and six references.) (SLD)

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Chicago Urban League
Department of Research and Planning
4510 South Michigan Avenue, Chicago, IL 60653 (312) 285-5800

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What Affirmative Action?

Where are the Minority Educators in the Metropolitan Chicago Schools?

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Latino Institute
Research and Documentation Division
228 South Wabash, 6th Floor, Chicago, IL 60604 (312) 663-3603

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FOREWORD

Gary Orfield
Director, Metropolitan Opportunity Project
Harvard University

During recent years there has been an intense national debate about affirmative action. The portrait drawn by critics suggests that employers have been forced into hiring by quotas and pressured to fill jobs with minority workers even where there were no qualified candidates. President George Bush and others have suggested that Whites are being discriminated against under such policies. Surveys show that millions of White Americans believe that Blacks are actually given preference for jobs.

What has been curiously absent from most of these discussions is any factual evidence. Since Blacks are more concentrated in public sector employment and since public institutions have been under closer scrutiny than private employers, a very good place to look for evidence on progress in fair employment is in the recent public records of public agencies hiring workers in fields with many qualified minority professionals. No field is more important in local communities than public education. This report examines what has actually happened in employment of educators in metropolitan Chicago during the last decade. This report shows no signs of affirmative action in many of the region's rapidly growing school systems. In fact, there is a strong persistence of segregated employment patterns and exclusion of minority professionals from many districts.

This report shows that in a field of great importance in which there is a large supply of state-certified professionals, employment of minority educators is extremely low in the Chicago suburbs. The suburbs employ 63% of the region's teachers but only one-sixth of the Black teachers. Although one in twelve suburban students is Hispanic, only one in one hundred suburban teachers is a Latino. Although almost a twentieth of suburban students

are Asian, only one of 1100 principals is from an Asian background. In spite of the presence of many thousands of Black, Latino and Asian teachers and administrators already working elsewhere within the metropolitan labor market, there are scores of suburban districts which have none.

In spite of a generation of fair employment laws and regulations and in spite of a huge increase in the number of minority households and students living outside the city limits, employment patterns have lagged. The 1990 Census showed more than three-fourths of a million non-Whites living in the suburbs and showed that the suburbs were substantially less segregated for Blacks and Latinos than the city (Orfield and Gaebler 1991). In the city of Chicago, where the growing student enrollments have been Latino and Asian and both White and Black student enrollments have been declining for a long time, there is substantial Black representation among teachers and administrators but only a belated response to the growing Asian and Latino populations.

This report can show a pattern for the region over time but it does not, of course, prove how the pattern developed or show how much of it is due to current discrimination. The fact is, in an urban community with a long history of extreme segregation and severe discrimination, even if active discrimination stopped it would take considerable effort to change the established patterns. Blacks and Latinos, for example, are much less likely to hear about job opportunities or to believe that the jobs are actually open to them, in districts without minority teachers and minority staff.

The extreme residential segregation of the area means that few minority teachers are likely to be living in those districts. If a district that has been segregated throughout its history wishes to be a fair employer and to make its jobs available to qualified non-White teachers, it often needs to take some additional steps to overcome the effects of its historic identity as an employer of Whites only.

There are two different kinds of situations in the Chicago suburbs and each requires a different kind of action to resolve the problem. First, there are districts that sincerely wish to be fair employers and would like to have integrated staffs who could more effectively prepare children growing up in a metro region where almost half the students are non-White. Second, there are districts that discriminate. For the many suburban educational systems which want to offer opportunity to all, the basic need is for a plan to overcome the historical barriers that limit their applications and to devise a plan to make non-White professionals welcome in their districts. For those that have done nothing to comply with fair employment requirements or that discriminate against minority job candidates, it is a classic situation of employment discrimination that should be addressed by state and federal civil rights investigations and prosecutions.

Illinois educational leaders, leaders of teacher organizations and civil rights officials should examine the causes and help plan ways to break down the segregation of job opportunities. The Illinois State Board of Education should examine the pattern of minority employment and sponsor efforts to increase contact between White school districts and minority teachers. Suburban school administrators and school board organizations should cooperate on outreach programs to potential minority teachers. Teacher training institutions should increase efforts to expand enrollment of minority students and to be sure that minority graduates are not offered only the opportunity of segregated employment in districts and schools that are often overwhelmed with problems. State and local teachers organizations could play an invaluable role in communicating information and backing up members who experience discrimination. State and federal fair employment agencies should carefully monitor employment practices and request affirmative action plans from districts with very weak records of minority employment. Civil rights enforcement agencies should consider initiating testing of job markets by

sending minority and White staff members to apply for educational positions in districts with few or no minorities and report whether or not they receive equal treatment. If they do not, the districts should be sued. Private civil rights and community organizations might well undertake similar tests.

Operating schools with segregated staffs in a multiracial metropolitan region not only raises questions of civil rights violations but also denies students the opportunity to become familiar with adults who reflect the diversity of the overall society and economy. It also denies suburban communities some important new leaders for their growing minority populations, which will become substantially larger in the future.

Earlier studies by the Metropolitan Opportunity Project in the Chicago area have shown extreme levels of school and residential segregation and very strong relationships between that segregation and unequal educational opportunity (Orfield and Gaebler; Scheirer 1991). Research has found very severe problems of unequal employment opportunities and employment discrimination, particularly for Blacks, in the metro region (Kirschenman and Neckerman 1991). A good first step in addressing these problems would be to make certain that the institutions that are most central to our promise of equal opportunity in the future reflect the image of a fair multiracial society rather than the region's past history of segregation and discrimination. During this recession, when many districts lack funds to hire new teachers and administrators it is a good time for school systems to plan better methods for the future. It is also a good time for those that are hiring to take advantage of the minority professionals made available by the fiscal crisis in the Chicago schools.

INTRODUCTION

Various measures and analyses of segregation in American communities have ranked Chicago as the most, or nearly the most, segregated metropolis in the country over the last 50 years (Massey, 1991; Taeuber, 1991; Miami Herald, 1991). However, recent analysis of the Census for the Chicago Metropolitan Area (Orfield, 1991) has shown that the city and its suburbs may now be experiencing a change in long-established patterns of residential segregation. During the 1980s, the population of Blacks living in the city fell, while Black suburbanization increased dramatically. It is too early to tell, though, what impact this trend will have on race relations in the region. Population movements could result in further integration, or they could result in expanding suburban ghettos.

Trends in the public schools act in close relationship with developments in social and race relations, economic development, and community growth. Public education was one of the first institutions to provide a significant number of professional opportunities to minorities, and it continues to serve as an important path into the middle class for minority students and young professionals. Furthermore, minority educators often serve as key role models for both minority and White students and could become important leaders in the rapidly growing Black and Hispanic suburban communities.

Unfortunately, as recent data for Chicago and the suburbs suggest, this avenue to opportunity exists only within the city limits. Figures for the suburban counties (DuPage, Kane, Lake, McHenry, Will, and suburban Cook County) show a pattern of severe under-representation of Black, Hispanic, and Asian teachers and administrators. Most suburban districts have failed to recruit from the large pool of certified minority educators working in Chicago and elsewhere in the country. Despite federal and state equal-employment laws and regulations, the majority of suburban school systems have

maintained segregated faculties presided over by all-White administrators. Although the suburbs have experienced rapid increases in minority residence and school enrollment, numbers of minority professional staff remain tragically low. Unless the suburban school systems take an active approach to minority recruitment and hiring, this will continue to be the case. The consequences will be particularly tragic educationally as suburban children will continue to receive the wrong message about the nature of our increasingly pluralistic society.

MINORITY UNDERREPRESENTATION IN SCHOOL HIRING

Analysis of data provided by the Illinois State Board of Education reveals the following patterns:

- Relative to enrollment, Blacks, Hispanics, and Asians are severely under-represented in teaching, administration, and other professional staff positions in the Chicago Metro Area's public schools, especially in the suburbs.

- Hiring patterns in collar county districts prior to the 1990-1991 school year indicate that no progress is being made on improving minority representation on faculties.

- Minority teachers and principals who do work in the suburbs are concentrated in particular districts, those that enroll significant numbers of minority students. More than 1/3 of the suburban districts employ no minority teachers, and another 1/3 employ less than 5% minority teachers. Numbers of minority male elementary and special education teachers are especially low.

- Although the Metro Area's minority enrollment increased significantly during the 1980s, and although White enrollment decreased, the racial composition of the teaching force has remained nearly constant. Since 1980, suburban minority enrollment has grown from 15.1% to 24.5% of the total, but the minority teaching force has risen only 0.6%, from 5.2% to 5.8%.

- The representation of Blacks in the principalship, particularly in the city, increased considerably during the 1980s, though representation of Blacks, Hispanics, and Asians remains relatively low. Less than 3% of the Metro Area's principals are Hispanic or Asian, compared with 19% of the students.

CHICAGO

From 1980 to 1990, Chicago's public school enrollment fell nearly 11%, to 408,664 students, due to sharp declines in the numbers of White and Black students. Offsetting this trend, however, the Hispanic school population grew by 31.4% and the Asian school population increased by 24.6%. The changing demographics of Chicago's schools can be explained by four phenomena: by changes in the proportion of school-aged children in Chicago's general population; by relocation of significant numbers of Blacks and Whites

from the city to the suburbs; by an increase in the number of children attending private schools; and by recent immigration by Hispanics and Asians.

While school enrollment has changed steadily and greatly, data for 1985 and 1990 show little change in the demographics of Chicago's teaching force. The under-representation of Hispanic teachers that existed in 1985 (by 4:1; Hispanic student %: Hispanic teacher %) has grown slightly wider (see Figure 1). However, Hispanics comprised 12.9% of Chicago's newly hired teachers in 1990, up from 5.3% in 1985, suggesting, perhaps, a response to the increase in Hispanic enrollment, and to the need for bilingual teachers. Yet, this is still far short of the Latino student enrollment of 27.1% in the Chicago Public Schools (see Figures 2 and 3 for data on racial/ethnic composition of Chicago students and teachers).

The demographics of the principalship changed greatly between 1985 and 1990. The number of Hispanic principals in Chicago has nearly tripled, increasing from 2.8% of the total to 7.4%. The percentage of Black principals has increased as well, from 33.5%, in 1985, to 41.7%. The percentage of White principals has decreased from 63.2% to 50.9%.

Figure 1
Chicago: Students, Teachers & Principals by Race/Hispanic Origin
1990

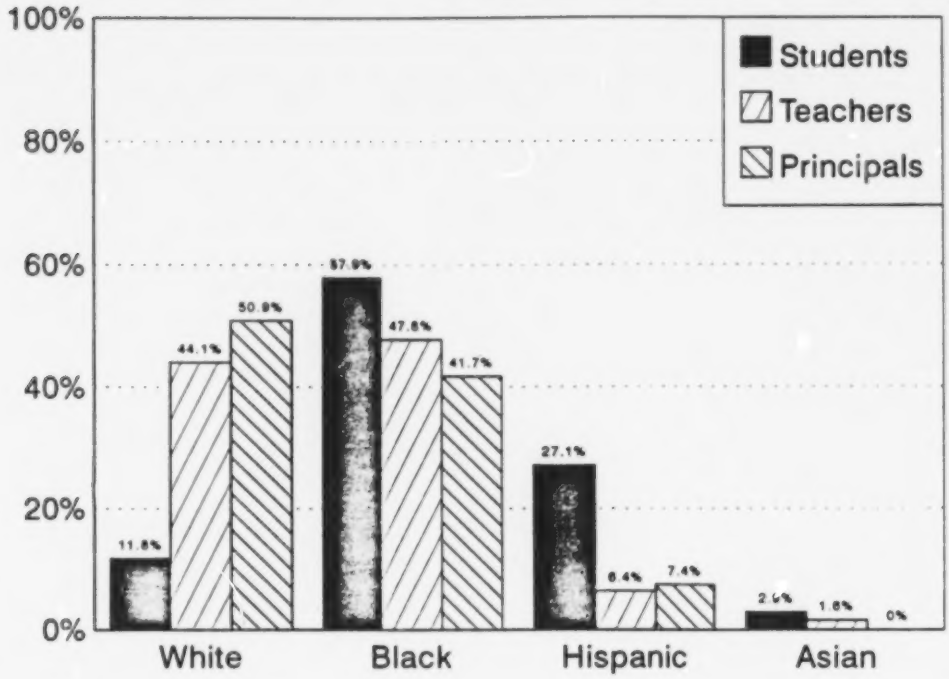
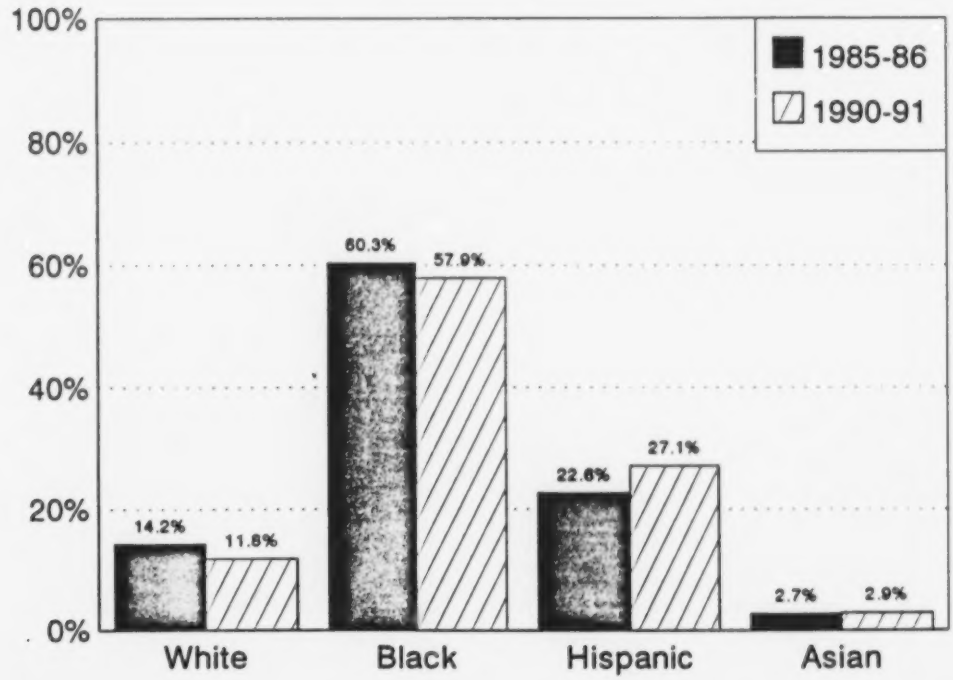


Figure 2
Chicago: Student Enrollment by Race/Hispanic Origin
1985 and 1990



THE SUBURBS

The demographics of the suburban schools stand in sharp contrast to Chicago. In the six counties (DuPage, Kane, Lake, McHenry, Will, and suburban Cook), 1990 data shows that 75.3% of the students, 94.1% of the teachers, and 92.2% of the principals were White (see Figure 4). Like Chicago, staffing has changed little since 1980 despite major changes in the student population. Enrollment in the suburbs decreased by 4.6% over the decade, to 697,466, driven by a 15.2% decrease in the number of White students. Black, Hispanic, and Asian enrollments grew by nearly 61,000, and from 15.1% of the total to 24.5% (see Figure 5). Minority teachers, meanwhile, increased 38.8%, from 2,050 positions to 2,846, or from 5.2% of the total teaching force to 5.8% (see Figure 6). This increase, however, did not keep pace with the rise in minority enrollment. The under-representation of minority teachers in relation to students (student %:teacher %) grew wider, from 3:1 to 4:1.

Figure 3
Chicago: Teachers by Race/Hispanic Origin
1985 and 1990

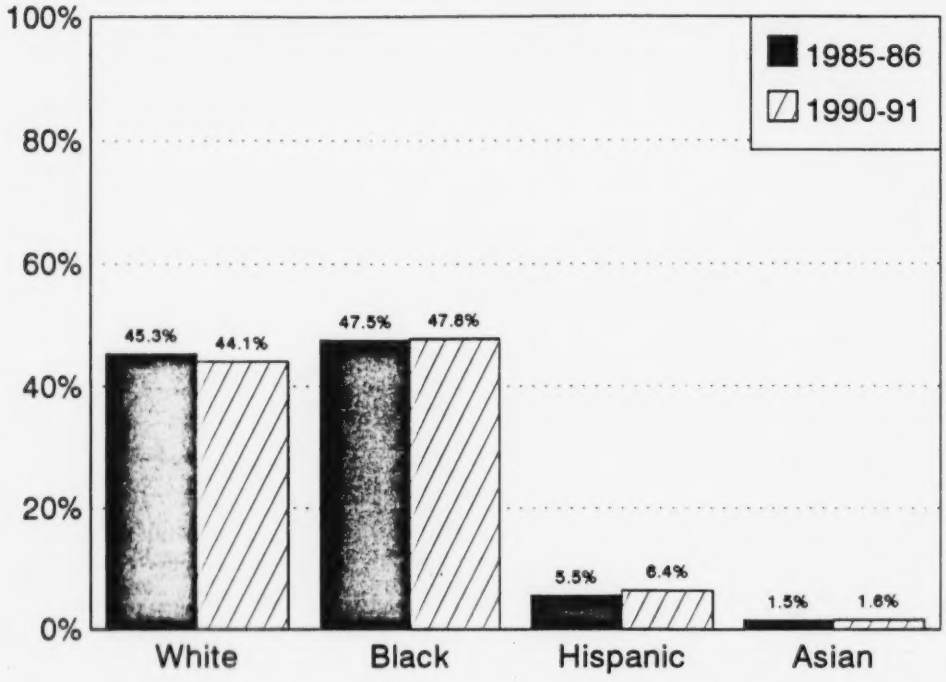
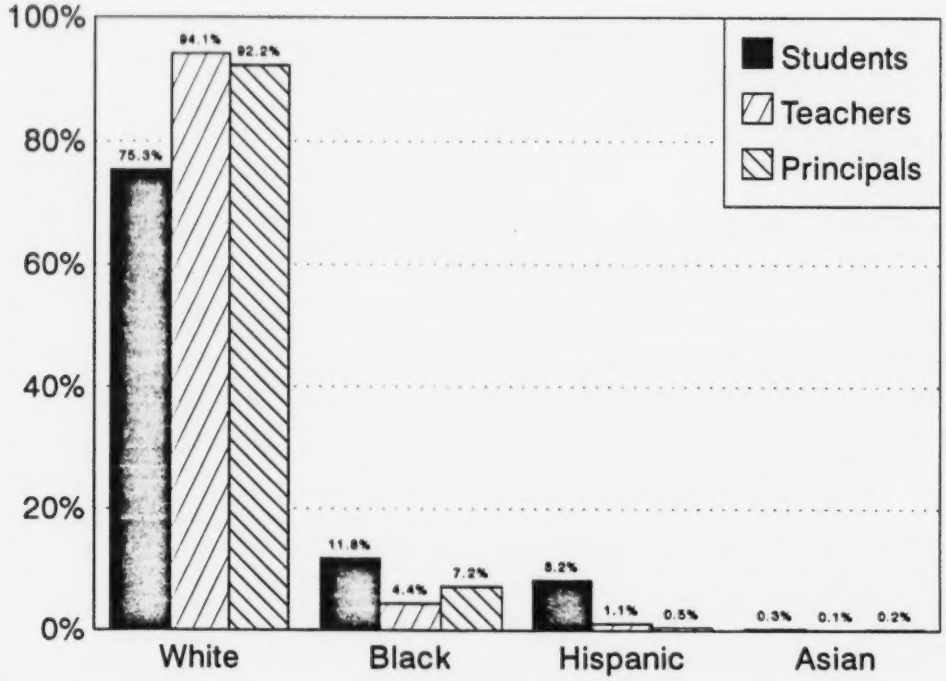


Figure 4
Suburbs: Students, Teachers & Principals by Race/Hispanic Origin
1990-1991



The under-representation of Hispanic teachers is particularly striking, increasing from 6:1 to 7:1 (Hispanic student %: Hispanic teacher %) between 1980 and 1990. Over the decade, Hispanic enrollment in the suburbs grew from 31,888 to 57,029, from 4.4% of the students to 8.2% (see Figure 5). The Hispanic teaching force, meanwhile, grew from 271 (0.7%) to 441 (1.1%) (see Figure 6), a substantial increase, but small in relation to the influx of students.

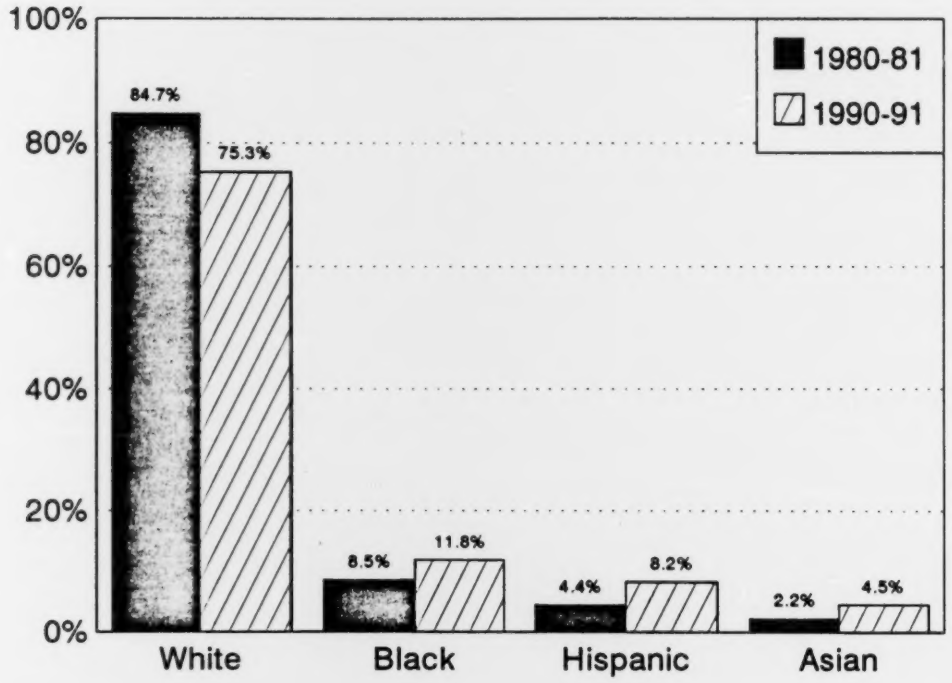
Though smaller in size, Asian enrollment has increased in similar proportion, while the representation of Asian teachers, at 0.3% (see Figure 6), has not changed. The suburban Asian student population grew from 16,282 (2.2%) in 1980 to 31,673 (4.5%) in 1990, a rise of 94.5%. The under-representation of Asian teachers widened from 7:1 to 15:1.

Of the suburban counties, DuPage and McHenry had the least ethnically diverse school populations, according to 1990 data, although both have seen significant increases in Hispanic and Asian enrollment since 1980. DuPage's teachers and principals were 98.6% and 99.1% White respectively, compared with 84.8% of its students. Of McHenry's 1,647 teachers, all but 3 were White, as were 48 of its 49 principals, compared with 95.7% of its students. All of McHenry's 286 other administrators and professional staff members were White. Black, Hispanic, and Asian male elementary school teachers are especially rare. Together, they account for only 1% of suburban elementary teachers, 9.4% in Chicago.

Viewed at the district level, the lack of ethnic diversity among suburban teachers and principals becomes even more extreme [see Appendix C]. Not only are Blacks, Hispanics, and Asians under-represented, but they tend to be concentrated in particular districts. Of the minority teachers, 83% work in 13% of the districts (small districts as well as large ones). Out of 298 suburban districts, 131 employ no minority teachers at all.

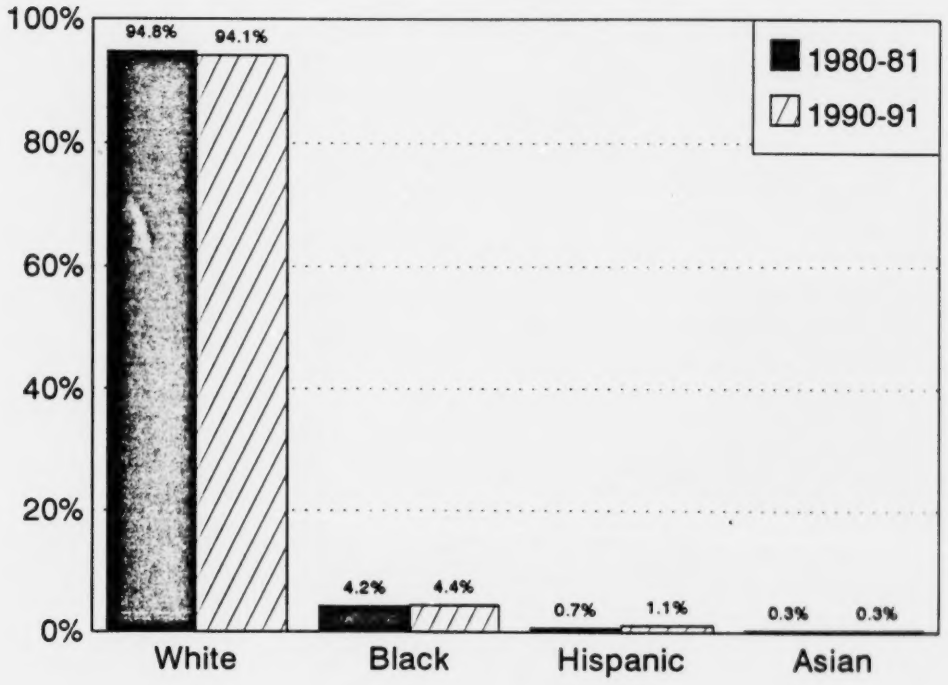
In Kane County, 218 of 234 minority teachers, and all 11 minority principals, work in three districts, out of nine total. Of McHenry County's 19 districts, 16 employ no minority teachers, and the other 3 districts employ 1 each. Of Will County's 203 minority teachers, 193 work in the same 6 districts; 6 districts employ 1 or 2 minority teachers; and the other 18 districts employ no minority teachers. Of Lake county's minority teachers, 83.6% work in 6% (3 of 48) of the districts. Of Cook County's minority teachers, 86% work in 20% (28 of 137) of the districts.

Figure 5
Suburbs: Student Enrollment by Race/Hispanic Origin
1980 and 1990



Perhaps most telling is that data on new hires prior to the 1990-1991 school year show no evidence that the situation is improving. For instance, in DuPage County, of 718 new teachers hired prior to that school year, only 8 were Black and 7 Hispanic. No new Black or Hispanic administrators were added to the two already employed. The pattern is identical for each of the collar counties. McHenry County school districts produced the worst record, recording no new Black or Hispanic hires among the 236 principals, teachers, and staff added prior to the 1990-1991 school year. For the collar counties, proportions of minorities hired are no better than the existing minority proportions of faculties. Clearly no progress is being made.

Figure 6
Suburbs: Teachers by Race/Hispanic Origin
1980 and 1990



Patterns of new minority hires for suburban Cook County are better than those in the collar counties, but this is attributable to the presence of the south-Cook suburbs that have Black majority populations. Considering the low rate of teacher turnover, particularly in the Chicago area suburban districts which are generally characterized by high quality working conditions and strong salaries, the evident failure to hire new minority staff bodes poorly for the prospect of increased diversity of suburban faculties. (See Figures 7 and 8 for data on students, teachers and principals in the Chicago metro area, which includes the city of Chicago, suburban Cook County, and DuPage, Kane, Lake, McHenry and Will counties.)

Figure 7
Metro Area: Students, Teachers & Principals by Race/Hispanic Origin
1990-1991

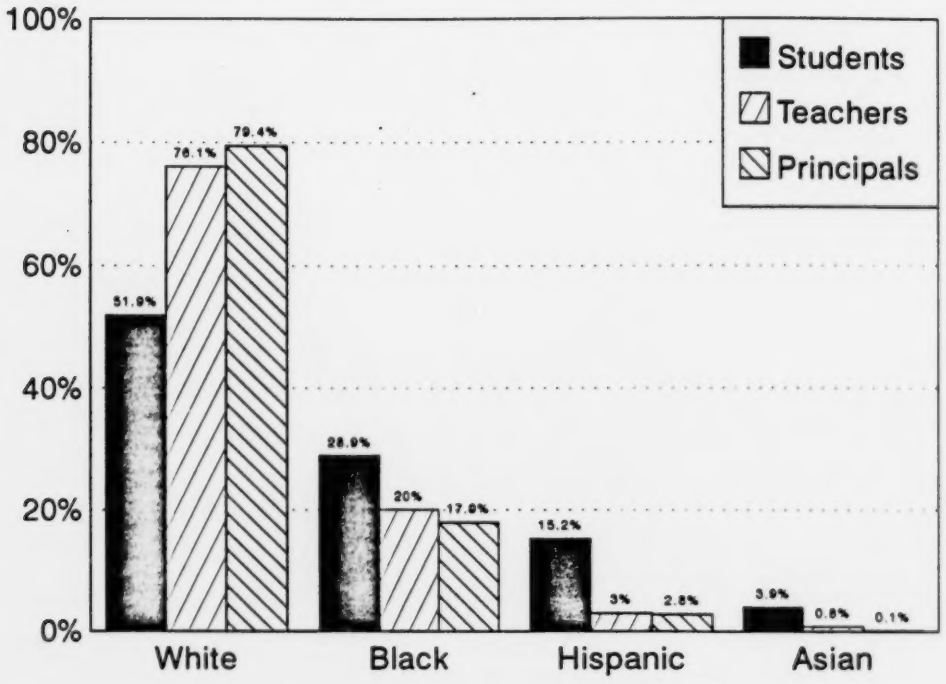
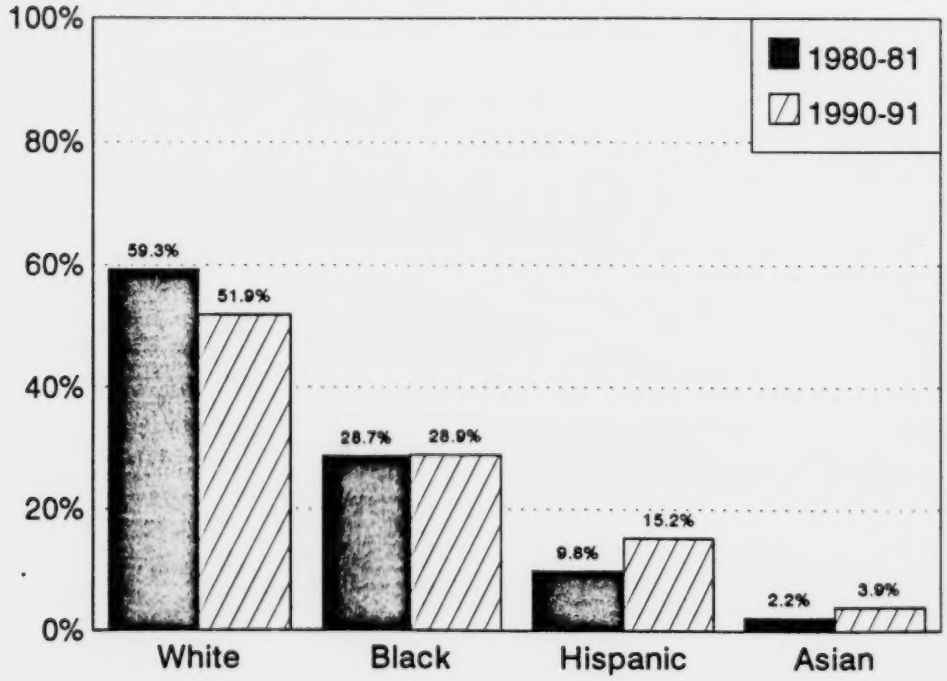


Figure 8
Metro Area: Student Enrollment by Race/Hispanic Origin
1980 and 1990



CONCLUSION

It is difficult to say what has caused such an uneven distribution of minority teachers in Chicago and suburban districts. However, there is no reason to think that the conditions of working in the suburban schools would not be attractive to Black, Hispanic, and Asian teachers, so long as they were recruited for and welcomed to those jobs. Higher salaries, smaller classes, better facilities, and other benefits ought to tempt minority educators just as they do White educators.

In response, some might argue that minority teachers have chosen not to work where there are few minority students. If this were true, however, the suburbs' dramatic increase in minority enrollment should have been met with a significant increase in minority staffing, which did not happen. In any case, minority teachers and administrators should be offered these opportunities. Choice can hardly be used to justify under-representation. The onus should be on the districts to make themselves equally attractive to minority applicants, and to recruit them aggressively, rather than seemingly to assume that minority educators have no interest in suburban jobs.

Nearly 64% of all teaching positions in the Metro Area are located outside of Chicago, yet only 16% of minority teachers are employed outside of Chicago. If the distribution of minority teachers reflected that of all teaching positions, roughly 9,600 minority educators would be employed in Chicago's suburbs -- a number four times greater than the 2,300 minority teachers currently employed there.

The lopsided distribution of minority teachers in the Metro Area is unjustifiable. Minority residential patterns help to explain the concentration of minority teachers in Chicago, yet, in the end, residential patterns are more dependent upon job opportunities than they are responsible for them.

The data in this report point to a failure of Chicagoland educational institutions to hire a workforce that adequately reflects the racial and ethnic diversity of the region. Obviously, our educational system should reflect the best, not the worst, of trends in hiring minority employees.

SOURCES

All enrollment and employment data in this report were provided by the Illinois State Board of Education. We greatly appreciate their efficient response to our request for the data.

Kirschenman, Joleen, and Kathryn M. Neckerman, "'We'd Love to Hire Them, But...': The Meaning of Race for Employers," in Christopher Jencks and Paul E. Peterson (eds.), The Urban Underclass. Washington: Brookings Inst., 1991, pp. 203-232.

Massey, Douglas, "American Apartheid: Segregation and the Making of the Underclass," American Journal of Sociology, vol. 96, no. 2 (September 1990): 329-357.

Miami Herald, April 9, 1991, segregation indices for metropolitan areas in 1990 computed from U.S. Census tapes.

Orfield, Gary and Ken Gaebler, "Residential Segregation and the 1990 Census," Metropolitan Chicago Census Analysis Project Report to Chicago Urban League and Leadership Council for Metropolitan Open Communities, April 1991.

Scheirer, Peter, "Poverty, Not Bureaucracy: Poverty, Segregation, and Inequality in Metropolitan Chicago Schools," Working Paper, Metropolitan Opportunity Project, August 1991.

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Appendix A: Enrollment

Metro Area

1990-'91 student enrollment by race

	White	Black	Hispanic	Asian	Am. Indian	Total
Cook (incl. Chicago)	268,641 36.9%	292,037 40.1%	136,795 18.8%	28,695 3.9%	1,217 0.2%	727,385
DuPage	104,167 84.8%	3,619 2.9%	6,025 4.9%	8,813 7.2%	181 0.1%	122,805
Kane	54,479 73.4%	5,884 7.9%	11,690 15.7%	2,099 2.8%	92 0.1%	74,244
Lake	71,471 78.2%	8,302 9.1%	8,501 9.3%	2,877 3.1%	189 0.3%	91,340
McHenry	29,126 95.7%	57 0.2%	1,030 3.3%	218 0.7%	11 0.1%	30,442
Will	45,959 76.7%	9,267 15.55	3,695 6.2%	915 1.5%	78 0.1%	59,914
Total	573,843 51.9%	319,166 28.9%	167,736 15.2%	43,617 3.9%	1,768 0.2%	1,106,130
Chicago	48,367 11.8%	236,914 57.9%	110.707 27.1%	11,944 2.9%	732 0.2%	408,664
Cook (excl. Chicago)	220,274 69.1%	55,123 17.3%	26,088 8.2%	16,751 5.2%	485 0.2%	318,721
Suburbs	525,476 75.3%	82,252 11.8%	57,029 8.2%	31,673 4.5%	1,036 0.1%	697,466

Metro Area
1980-'81 student enrollment by race

	White	Black	Hispanic	Asian	Am. Indian	Total
Cook (incl. Chicago)	385,482 46.9%	318,994 38.8%	97,568 11.9%	17,904 2.2%	1,064 0.1%	821,012
DuPage	108,838 92.0%	1,953 1.7%	3,153 2.7%	4,246 13.6%	95 0.1%	118,285
Kane	56,227 81.3%	4,603 6.7%	7,014 10.1%	1,249 1.8%	71 0.1%	69,164
Lake	75,257 84.7%	7,307 8.2%	4,686 5.3%	1,465 1.6%	134 0.2%	88,849
McHenry	27,215 97.4%	25 0.1%	533 1.9%	160 0.6%	17 0.1%	27,950
Will	52,012 81.0%	8,028 12.5%	3,160 4.9%	844 1.3%	147 0.2%	64,191
Total	705,031 59.3%	340,910 28.7%	116,114 9.8%	25,868 2.2%	1,528 0.1%	1,189,451
Chicago	85,292 18.6%	278,726 60.8%	84,226 18.4%	9,586 2.1%	667 0.1%	458,497
Cook (excl. Chicago)	300,190 82.8%	40,268 11.1%	13,342 3.7%	8,318 2.3%	397 0.1%	362,515
Suburbs	619,739 84.7%	62,184 8.5%	31,888 4.4%	16,282 2.2%	861 0.1%	730,954

Appendix B: Staffing by Counties

Metro Area: Professional Staff 1990-'91

total enrollment: 1,106,130

51.9% White
28.9% Black
15.2% Hispanic
3.9% Asian
0.2% Am. Indian

total full-time professional staff: 74,665

	White	Black	Hispanic	Asian	Am.Indian	Total
Princ.	1,381	311	46	1	0	1,739
	79.4%	17.9%	2.8%			
Admin.	1,550	235	39	9	2	1,835
	84.4%	12.8%	2.1%	0.5%	0.1%	
Teach.	47,556	12,531	1,883	508	33	62,511
	76.1%	20.0%	3.0%	0.8%		
Staff	6,597	1,713	212	57	1	8,580
	76.9%	20.0%	2.5%	0.7%		
Total	57,084	14,790	2,180	575	36	74,665
	76.4%	19.8%	2.9%	0.8%		

Admin. = Asst. principals, district officials, managers, and other adminstrators.
Staff = Guidance, psychologists, librarians, nurses, consultants, etc.

Chicago: Professional Staff 1990-'91

total enrollment: 408,664

11.8%	White
57.9%	Black
27.1%	Hispanic
2.9%	Asian
0.2%	Am. Indian

total full-time professional staff: 26,502

	White	Black	Hispanic	Asian	Am.Indian	Total
Princ.	275	225	40	0	0	540
	50.9%	41.7%	7.4%			
Admin.	106	141	27	6	1	281
	37.7%	50.2%	9.6%	2.1%	0.3%	
Teach.	9,937	10,777	1,442	371	24	22,551
	44.1%	47.8%	6.4%	1.6%	0.1%	
Staff	1,449	1,473	170	37	1	3,130
	46.3%	47.1%	5.4%	1.2%		
Total	11,767	12,616	1,679	415	26	26,502
	44.4%	47.6%	6.3%	1.6%	0.1%	

New Hires (July-Sep.'90)

	White	Black	Hispanic	Asian	Am.Indian	Total
Princ. & Admin.	1	1	1	0	0	3
Teach.	675	379	159	20	2	1,235
	54.7%	30.7%	12.9%	1.5%	0.1%	
Staff	58	33	4	2	0	97
	59.8%	34%	4.1%	2.1%		
Total	734	413	164	22	2	1,335
	54.9%	30.9%	12.3%	1.6%	0.1%	

Admin. = Asst. principals, district officials, managers, and other adminstrators.
Staff = Guidance, psychologists, librarians, nurses, consultants, etc.

Suburbs: Professional Staff 1990-'91

total enrollment: 697,466

75.3% White
11.8% Black
8.2% Hispanic
4.5% Asian
0.1% Am. Indian

total full-time professional staff: 48,163

	White	Black	Hispanic	Asian	Am.Indian	Total
Princ.	1,106	86	6	1	0	1,199
	92.2%	7.2%	0.5%			
Admin.	1,444	94	12	3	1	1,554
	92.9%	6.0%	0.8%	0.2%	0.1%	
Teach.	37,619	1,754	441	137	9	39,960
	94.1%	4.4%	1.1%	0.3%		
Staff	5,148	240	42	20	0	5,450
	94.4%	4.4%	0.8%	0.4%		
Total	45,317	2,174	501	161	10	48,163
	94.1%	4.5%	1.0%	0.3%		

Admin. = Asst. principals, district officials, managers, and other adminstrators.
Staff = Guidance, psychologists, librarians, nurses, consultants, etc.

Cook County (Excl. Chicago): Professional Staff 1990-'91

total enrollment: 318,721

- 69.1% White
- 17.3% Black
- 8.2% Hispanic
- 5.2% Asian
- 0.2% Am. Indian

total full-time professional staff: 23,392

	White	Black	Hispanic	Asian	Am.Indian	Total
Princ.	506	55	2	0	0	563
	89.9%	9.8%	0.3%			
Admin.	721	63	6	1	0	791
	91.1%	8.0%	0.8%	0.1%		
Teach.	17,670	1,277	172	68	4	19,191
	92.1%	6.6%	1.0%	0.3%		
Staff	2,650	169	17	11	0	2,847
	93.1%	5.9%	0.6%	0.4%		
Total	21,547	1,564	197	80	4	23,392
	92.1%	6.7%	0.8%	0.3%		

New Hires (July-Sep.'90)

	White	Black	Hispanic	Asian	Am.Indian	Total
Princ. & Admin.	71	10	2	1	0	84
	84.5%	11.9%	2.4%	1.2%		
Teach.	1,374	103	19	7	0	1,503
	91.4%	6.8%	1.3%	0.5%		
Staff	252	15	2	2	0	271
	93.0%	5.5%	0.7%	0.7%		
Total	1,697	128	23	10	0	1,858
	91.3%	6.9%	1.2%	0.5%		

Admin. = Asst. principals, district officials, managers, and other adminstrators.
Staff = Guidance, psychologists, librarians, nurses, consultants, etc.

DuPage County: Professional Staff
1990-'91

total enrollment: 122,616

84.8% White
7.2% Black
4.9% Hispanic
2.9% Asian
0.1% Am. Indian

total full-time professional staff: 8,111

	White	Black	Hispanic	Asian	Am.Indian	Total
Princ.	211 99.1%	1 0.5%	0	1 0.5%	0	213
Admin.	262 98.8%	1 0.4%	0	2 0.7%	0	265
Teach.	6,680 98.6%	43 0.6%	31 0.5%	24 0.4%	0	6,778
Staff	843 98.6%	5 0.6%	3 0.3%	4 0.5%	0	855
Total	7,996 92.1%	50 6.7%	34 0.8%	31 0.3%	0	8,111

New Hires (July-Sep.'90)

	White	Black	Hispanic	Asian	Am.Indian	Total
Princ. & Admin.	25 96.2%	0	0	01 3.8%	0	26
Teach.	700 97.5%	8 1.1%	7 1.0%	3 0.4%	0	718
Staff	96 97.0%	2 2.0%	1 1.0%	0	0	99
Total	821 97.4%	10 1.2%	8 0.9%	4 0.5%	0	843

Admin. = Asst. principals, district officials, managers, and other adminstrators.
Staff = Guidance, psychologists, librarians, nurses, consultants, etc.

Kane County: Professional Staff
1990-'91

total enrollment: 74,244
- 73.4% White
- 15.7% Black
- 7.9% Hispanic
- 2.8% Asian
- 0.1% Am. Indian

total full-time professional staff: 4,526

	White	Black	Hispanic	Asian	Am.Indian	Total
Princ.	105	9	2	0	0	116
	90.5%	7.8%	1.7%			
Admin.	107	9	4	0	0	120
	89.2%	7.5%	3.3%			
Teach.	3,620	103	111	17	3	3,854
	93.9%	2.7%	2.9%	0.4%	0.1%	
Staff	402	17	12	2	0	433
	92.8%	3.9%	2.8%	0.5%		
Total	4,237	138	129	19	3	4,528
	93.6%	3.0%	2.8%	0.4%	0.1%	

New Hires (July-Sep.'90)

	White	Black	Hispanic	Asian	Am.Indian	Total
Princ. & Admin.	12	3	1	0	0	16
	75.0%	18.7%	6.2%			
Teach.	343	11	30	5	0	389
	88.2%	2.8%	7.7%	1.3%		
Staff	43	4	2	0	0	49
	87.8%	8.2%	4.0%			
Total	398	18	33	5	0	454
	87.7%	4.0%	7.3%	1.1%		

Admin. = Asst. principals, district officials, managers, and other adminstrators.
Staff = Guidance, psychologists, librarians, nurses, consultants, etc.

Lake County: Professional Staff
1990-'91

total enrollment: 91,340

78.2% White
9.3% Hispanic
9.1% Black
3.1% Asian
0.3% Am. Indian

total full-time professional staff: 6,340

	White	Black	Hispanic	Asian	Am.Indian	Total
Princ.	146 92.4%	12 7.6%	0	0	0	158
Admin.	187 92.6%	12 5.9%	2 1.0%	0	1 0.5%	202
Teach.	5,016 94.7%	179 3.4%	83 1.6%	18 0.3%	2 0.1%	5,298
Staff	644 94.4%	28 4.1%	8 1.2%	2 0.3%	0	682
Total	5,993 94.5%	231 3.6%	93 1.5%	20 0.3%	3	6,340

New Hires (July-Sep.'90)

	White	Black	Hispanic	Asian	Am.Indian	Total
Princ. & Admin.	36 97.3%	1 2.7%	0	0	0	37
Teach.	652 94.1%	14 2.0%	23 3.3%	4 0.6%	0	693
Staff	84 93.3%	3 3.3%	3 3.3%	0	0	90
Total	772 94.1%	18 2.2%	26 3.2%	4 0.5%	0	820

Admin. = Asst. principals, district officials, managers, and other adminstrators.
Staff = Guidance, psychologists, librarians, nurses, consultants, etc.

McHenry County: Professional Staff 1990-'91

total enrollment: 30,442

95.7% White
3.3% Hispanic
0.7% Asian
0.2% Black
0.1% Am. Indian

total full-time professional staff: 1,982

	White	Black	Hispanic	Asian	Am.Indian	Total
Princ.	48 98.0%	0	1 2.0%	0	0	49
Admin.	60 100%	0	0	0	0	60
Teach.	1,644 99.8%	1 0.1%	1 0.1%	1 0.1%	0	1,647
Staff	226 100%	0	0	0	0	226
Total	1,978 99.8%	1 0.1%	2 0.1%	1 0.1%	0	1,982

New Hires (July-Sep.'90)

	White	Black	Hispanic	Asian	Am.Indian	Total
Princ. & Admin.	5 100%	0	0	0	0	5
Teach.	200 99.5%	0	0	1 0.5%	0	201
Staff	30 100%	0	0	0	0	30
Total	235 99.6%	0	0	0 0.4%	0	236

Admin. = Asst. principals, district officials, managers, and other adminstrators.
Staff = Guidance, psychologists, librarians, nurses, consultants, etc.

Will County: Professional Staff 1990-'91

total enrollment: 59,915

76.7% White
15.5% Black
6.2% Hispanic
1.5% Asian
0.1% Am. Indian

total full-time professional staff: 3,812

	White	Black	Hispanic	Asian	Am.Indian	Total
Princ.	90 90.0%	9 9.0%	1 1.0%	0	0	100
Admin.	107 92.2%	9 7.8%	0	0	0	116
Teach.	2,986 93.6%	151 4.7%	43 1.3%	9 0.3%	0	3,189
Staff	383 94.1%	21 5.2%	2 0.5%	1 0.2%	0	407
Total	3,566 93.5%	190 5.0%	46 1.2%	10 0.3%	0	3,812

New Hires (July-Sep.'90)

	White	Black	Hispanic	Asian	Am.Indian	Total
Princ. & Admin.	13 100%	0	0	0	0	13
Teach.	287 95.7%	7 2.3%	5 1.6%	1 0.3%	0	300
Staff	49 100%	0	0	0	0	49
Total	349 96.4%	7 1.9%	5 1.4%	1 0.3%	0	362

Admin. = Asst. principals, district officials, managers, and other adminstrators.
Staff = Guidance, psychologists, librarians, nurses, consultants, etc.

Appendix C: Suburban Staffing, by Districts
1990-1991
Teachers & Principals by Race

Cook County:
147 Districts

	Teachers					Principals				
	White	Black	Hisp.	Asian	Total	White	Black	Hisp.	Asian	Total
Arlington Hts #25	229	0	0	1	230	10	0	0	0	10
Arlington Hts #59	327	4	4	1	337 *	13	0	0	0	13
Arlington Hts HS	652	4	3	1	660	6	0	0	0	6
Berkeley	114	4	2	0	120	5	1	0	0	6
Berwyn South	102	0	0	0	102	6	0	0	0	6
Berwyn North	81	0	0	0	81	4	0	0	0	4
Blue Island	145	29	16	2	192	6	1	0	0	7
Broadview/Lindop	29	4	0	0	33	1	0	0	0	1
Brookfield	49	0	0	0	49	2	0	0	0	2
Burbank	159	0	1	1	161	7	0	0	0	7
Burbank/Reavis	91	0	0	0	91	0	0	0	0	0
Burnham	9	0	0	0	9	1	0	0	0	1
Burr R/Pleasantdale	34	0	0	0	35 *	2	0	0	0	2
Central/Stickney	21	0	0	0	21	1	0	0	0	1
Calumet City	43	0	0	0	43	2	0	0	0	2
Calumet/Hoover/Schrum	37	1	0	0	38	2	0	0	0	2
Calumet/Lincoln	38	0	0	0	38	1	0	0	0	1
Calumet Park	52	19	1	0	72	2	0	0	0	2
Calumet/Thornton HS	141	0	2	0	143	3	0	0	0	3
Chicago Heights	117	52	9	1	179	7	3	0	0	10
C.Heights/Bloom HS	163	40	2	0	205	3	0	0	0	3
Chicago Ridge	56	0	0	0	56	2	0	0	0	2
Cicero	352	0	9	0	361	8	0	0	0	8
Cicero/Morton HS	243	0	2	1	246	2	0	0	0	2
Country Club Hills	45	11	1	0	57	3	0	0	0	3
Des Plaines	263	1	3	3	270	11	0	0	0	11
Des Plaines/E.Maine	169	0	0	3	172	5	0	0	0	5
Dolton #148	105	4	0	0	109	5	0	0	0	5

	Teachers					Principals				
	White	Black	Hisp.	Asian	Total	White	Black	Hisp.	Asian	Total
Dolton #149	107	17	0	0	124	3	1	0	0	4
Elmwood Park	120	0	0	0	120	3	0	1	0	4
Evanston	350	107	1	7	465	8	5	0	0	13
Evanston HS	166	45	3	1	215	0	0	0	0	0
Evergreen Park	136	0	1	0	137	6	0	0	0	6
Evergreen Pk HS	34	0	0	0	34	1	0	0	0	1
Flossmoor	124	7	0	0	131	5	0	0	0	5
Flossmr/Homewood HS	113	3	2	0	118	1	0	0	0	1
Ford Hts/E.Chicago Hts	5	56	0	0	61	0	1	0	0	1
Franklin Park	67	0	1	1	69	3	0	0	0	3
Franklin Pk/Leyden HS	153	0	2	0	155	2	0	0	0	2
Franklin Pk/Mannheim	165	0	8	0	173	5	0	0	0	5
Glencoe	68	2	0	0	70	3	0	0	0	3
Glenview	179	0	0	0	179	7	0	0	0	7
Glenview/N'field HS	269	2	2	0	273	2	0	0	0	2
Glenwood/Brookwood	61	7	0	0	68	4	0	0	0	4
Harvey	71	123	4	0	198	2	7	0	0	9
Harvey/Thornton HS	305	47	3	1	356	2	1	0	0	3
Harwood/Union Ridge	29	0	0	0	29	0	0	0	0	0
Hazel Crest	40	20	0	0	60	2	2	0	0	4
Hazel Crest/Pr. Hills	108	57	0	2	167	3	3	1	0	7
Hickory Hills/N.Palos	99	0	0	0	99	5	0	0	0	5
Hillside	31	0	0	0	31	1	0	0	0	1
Homewood	109	1	0	0	110	0	3	0	0	3
Justice/Indian Sp.	128	0	0	0	128	6	0	0	0	6
Kenilworth	29	0	0	0	29	0	0	0	0	0
La Grange #102	129	5	0	0	134	4	1	0	0	5
La Grange #105	71	0	0	1	72	4	0	0	0	4
La Grange/Highlands	45	0	0	0	45	2	0	0	0	2
La Grange/Lyons HS	168	2	3	1	174	1	0	0	0	1
Lansing	142	5	0	0	147	6	0	0	0	6
Lansing/Sunnybrook	68	0	0	0	68	2	0	0	0	2
Lemont/Bromberek	62	0	0	0	62	2	0	0	0	2
Lemont HS	36	0	0	0	36	0	0	0	0	0
Lincolnwood	93	0	0	0	93	3	0	0	0	3

	Teachers					Principals				
	White	Black	Hisp.	Asian	Total	White	Black	Hisp.	Asian	Total
Lynwood/Sandridge	15	0	0	0	15	1	0	0	0	1
Lyons	84	2	0	0	86	6	0	0	0	6
Matteson	91	12	0	2	105	4	0	0	0	4
Maywood/Melrose	151	93	13	1	258	4	6	0	0	10
Maywood/Proviso HS	229	24	1	0	254	1	1	0	0	2
Midlothian	94	6	0	0	100	4	0	0	0	4
Midlothian/Bremen HS	188	14	0	1	203	3	1	0	0	4
Morton Grove	42	0	0	0	42	2	0	0	0	2
Morton Grove/Golf	44	0	0	0	44	2	0	0	0	2
Mt.Prospect	85	0	0	0	85	4	0	0	0	4
Mt.Prospect/River T.	86	0	1	1	88	3	0	0	0	3
Niles	29	0	0	1	30	2	0	0	0	2
Norridge	50	0	0	0	50	2	0	0	0	2
Norridge/Pennoyer	25	0	0	0	25	0	0	0	0	0
Norridge/Ridgewood HS	49	0	0	0	49	0	0	0	0	0
Northbrook #27	95	1	0	0	96	4	0	0	0	4
Northbrook #28	107	0	0	0	107	4	0	0	0	4
Northbrook/Glenview	78	1	0	1	80	3	0	0	0	3
Northbrook/W.N'field	61	0	0	0	61	2	0	0	0	2
Northfield/Sunset R.	24	0	0	0	24	0	0	0	0	0
N.Riverside/Komarek	19	0	0	0	19	1	0	0	0	1
Oak Forest/Arbor	61	0	0	0	61	4	0	0	0	4
Oak Forest/Forest R.	75	0	1	0	76	3	0	0	0	3
Oak Lawn/Atwood Hts	37	0	0	0	37	3	0	0	0	3
Oak Lawn HS #229	73	0	0	0	73	0	0	0	0	0
Oak Lawn HS #218	258	25	7	1	291	3	0	0	0	3
Oak Lawn/Hometown	132	0	0	1	133	6	0	0	0	6
Oak Lawn/Ridgeland	105	0	0	1	106	5	0	0	0	5
Oak Park	234	38	2	4	279 *	8	2	0	0	10
Oak Pk & River Forest	174	13	4	0	191	0	0	0	0	0
Olympia/Rich HS	162	19	3	0	184	2	1	0	0	3
Orland Park	207	3	1	0	211	8	0	0	0	8
Orland Pk HS	355	1	2	0	358	3	0	0	0	3
Palatine	563	7	12	2	584	19	0	0	0	19
Palatine HS	614	2	3	3	622	5	0	0	0	5

	Teachers					Principals				
	White	Black	Hisp.	Asian	Total	White	Black	Hisp.	Asian	Total
Palos Heights	40	0	0	0	40	3	0	0	0	3
Palos Park	104	0	0	0	104	3	0	0	0	3
Park Forest	98	30	1	1	130	4	1	0	0	5
Park Forest/Matteson	119	13	1	0	133	4	1	0	0	5
Park Ridge	185	0	0	0	185	6	0	0	0	6
Park Ridge/Maine HS	371	3	0	0	374	5	0	0	0	5
Posen/Robbins	37	42	1	1	80	2	4	0	0	6
Prospect Heights	90	0	1	0	91	4	0	0	0	4
Riverdale/Patton	23	11	0	0	34	0	2	0	0	2
River Forest	60	0	0	1	61	3	0	0	0	3
River Grove	34	0	1	0	35	2	0	0	0	2
River Grove/Rhodes	41	0	0	0	41	1	0	0	0	1
Riverside	54	0	0	0	54	3	0	0	0	3
Riverside/Brookfield	42	0	0	0	42	0	0	0	0	0
Rosemont	20	0	0	0	20	0	0	0	0	0
Sauk Village	88	1	0	0	89	3	0	0	0	3
Schaumberg	804	6	5	7	822	26	0	0	0	26
Schiller Park	60	0	0	0	60	3	0	0	0	3
Skokie #68	103	2	0	0	105	4	0	0	0	4
Skokie #69	72	0	0	1	73	3	0	0	0	3
Skokie #73-5	55	0	0	1	56	2	0	0	0	2
Skokie/E.Prairie	33	0	0	0	33	1	0	0	0	1
Skokie/Fairview	37	0	1	0	38	1	0	0	0	1
Skokie/Niles HS	219	1	2	1	223	2	0	0	0	2
S.Holland #150	45	0	0	0	45	2	0	0	0	2
S.Holland #151	48	13	2	0	63	3	1	0	0	4
Steger	69	2	0	0	71	4	0	0	0	4
Stone Pk/Bellwood	98	52	4	1	155	2	5	0	0	7
Summit	75	11	4	0	90	4	1	0	0	5
Summit/Argo	68	7	1	0	76	1	0	0	0	1
Thornton	16	0	0	0	16	0	0	0	0	0
Tinley Park	298	8	0	0	306	6	0	0	0	6
Tinley Park/Kirby	190	0	0	0	190	6	0	0	0	6
Westchester	52	0	0	0	52	2	0	0	0	2

	Teachers					Principals				
	White	Black	Hisp.	Asian	Total	White	Black	Hisp.	Asian	Total
Western Springs	59	0	0	0	59	4	0	0	0	4
W. Harvey/Dixmoor	11	112	1	0	124	0	4	0	0	4
Wheeling	313	1	8	1	323	11	0	0	0	11
Willow Springs	21	0	0	0	21	1	0	0	0	1
Wilmette #39	163	1	0	1	165	5	0	0	0	5
Wilmette/N.Trier HS	205	2	4	0	211	1	0	0	0	1
Wilmette/Avoca	37	0	0	0	37	2	0	0	0	2
Winnetka	104	0	0	2	106	4	0	0	0	4
Worth	57	0	0	0	57	3	0	0	0	3
Worth/Alsip	88	0	0	0	88	4	0	0	0	4
dist. #8010	77	12	0	1	90	0	0	0	0	0
dist. #8020	26	2	0	1	29	0	0	0	0	0
dist. #8030	53	6	0	0	60 *	2	0	0	0	2
dist. #8040	59	0	0	0	59	2	0	0	0	2
dist. #8050	121	0	0	0	121	7	0	0	0	7

DuPage County:
45 Districts

	Teachers					Principals				
	White	Black	Hisp.	Asian	Total	White	Black	Hisp.	Asian	Total
Addison	184	0	6	1	191	7	0	0	0	7
Bensenville	100	0	4	1	105	4	0	0	1	5
Bensenville/Fenton HS	82	0	0	0	82	1	0	0	0	1
Bloomingdale	72	1	0	0	73	2	0	0	0	2
Burr Ridge	38	2	0	0	40	2	0	0	0	2
Burr Ridge/Gower	56	0	0	0	56	2	0	0	0	2
Carol Stream/Comm.	191	1	0	1	193	6	1	0	0	7
Clarendon/Maercker	53	0	0	0	53	2	0	0	0	2
Darien	101	0	0	0	101	5	0	0	0	5
Darien/Cass	40	0	0	0	40	2	0	0	0	2
Downer's Grove	229	2	0	2	233	12	0	0	0	12
D.Grove/Ctr. Cass	58	0	0	0	58	2	0	0	0	2

	Teachers					Principals				
	White	Black	Hisp.	Asian	Total	White	Black	Hisp.	Asian	Total
D.Grove HS	262	2	1	0	265	2	0	0	0	2
D.Grove/Puffer Hefty	26	0	0	1	27	1	0	0	0	1
Elmhurst	338	1	2	1	342	12	0	0	0	12
Glendale/Queen Bee	127	0	0	2	129	5	0	0	0	5
Glendale Hts/Marquardt	124	0	0	2	126	5	0	0	0	5
Glen Ellyn #41	140	1	0	0	141	5	0	0	0	5
Glen Ellyn #89	126	1	0	2	129	5	0	0	0	5
Glen Ellyn/Glenbard HS	417	2	1	1	421	4	0	0	0	4
Hanover Pk/Keeneyville	103	2	0	0	105	3	0	0	0	3
Hinsdale	149	1	0	0	150	8	0	0	0	8
Hinsdale HS	216	1	1	0	218	2	0	0	0	2
Itsaca	54	0	1	0	55	3	0	0	0	3
Lisle	90	1	0	0	91	4	0	0	0	4
Lombard	176	1	0	1	178	9	0	0	0	9
Naperville	855	9	1	1	866	21	0	0	0	21
Naperville/Indian Pr.	397	4	2	0	403	11	0	0	0	11
Oak Brook/Butler	45	1	0	0	46	2	0	0	0	2
Roselle	39	0	0	0	39	2	0	0	0	2
Roselle/Lake Pk HS	105	0	1	0	106	2	0	0	0	2
Roselle/Medinah	46	0	1	1	48	3	0	0	0	3
Villa Park	174	2	0	1	177	7	0	0	0	7
Villa Pk/DuPage HS	192	0	0	1	193	2	0	0	0	2
Villa Pk/Salt Creek	51	0	0	0	51	4	0	0	0	4
West Chicago	141	0	5	0	146	6	0	0	0	6
W.Chicago/Benjamin	41	0	0	1	42	2	0	0	0	2
W.Chicago HS	68	0	2	0	70	1	0	0	0	1
W.Chicago/McAuley	3	0	0	0	3	0	0	0	0	0
Westmont	95	0	0	0	95	5	0	0	0	5
Wheaton/Commty.	585	8	2	2	597	17	0	0	0	17
Winfield	20	0	0	0	20	1	0	0	0	1
Wood Dale	59	0	1	0	60	3	0	0	0	3
Woodridge	157	0	0	2	159	7	0	0	0	7
other	12	0	0	0	12	0	0	0	0	0

Kane County:
9 Districts

	Teachers					Principals				
	White	Black	Hisp.	Asian	Total	White	Black	Hisp.	Asian	Total
Aurora/East	395	34	41	4	475	11	3	0	0	14
Aurora/West	405	26	10	2	444	13	1	1	0	15
Batavia	197	4	0	1	202	7	0	0	0	7
Burlington	77	0	1	0	78	4	0	0	0	4
Carpentersville	532	1	4	0	537	17	0	0	0	17
Elgin	1,326	37	54	10	1,428	33	5	1	0	39
Geneva	132	0	0	0	132	5	0	0	0	5
Maple Park	104	0	0	0	104	2	0	0	0	2
St. Charles	452	1	1	0	454	13	0	0	0	13

Lake County:
48 Districts

	Teachers					Principals				
	White	Black	Hisp.	Asian	Total	White	Black	Hisp.	Asian	Total
Antioch	87	0	0	0	87	4	0	0	0	4
Antioch/Grass Lake	12	0	0	0	12	1	0	0	0	1
Antioch HS	98	1	0	0	99	1	0	0	0	1
Antioch/Emmons	12	0	0	0	12	0	0	0	0	0
Barrington	346	1	0	0	348 *	10	0	0	0	10
Buffalo Gr/Aptakisic	111	0	0	0	111	3	0	0	0	3
Buffalo Gr/Kildeer	132	0	0	0	132	5	0	0	0	5
Deerfield	135	2	0	0	137	6	0	0	0	6
Deerfield/Bannock.	14	0	0	0	14	1	0	0	0	1
Fox Lake	42	0	0	0	42	2	0	0	0	2
Fox Lake/Grant HS	45	0	0	0	45	0	0	0	0	0
Gages Lake/Woodland	132	0	3	1	136	3	0	0	0	3
Grayslake	72	0	0	0	72	4	0	0	0	4
Grayslake HS	45	0	0	0	45	1	0	0	0	1

	Teachers					Principals				
	White	Black	Hisp.	Asian	Total	White	Black	Hisp.	Asian	Total
Gurnee	74	0	0	0	74	4	0	0	0	4
Gurnee/Warren HS	88	0	0	0	88	0	0	0	0	0
Highland Park #107	46	1	1	0	48	2	0	0	0	2
Highland Park #108	121	1	0	0	122	6	0	0	0	6
Highland Pk/Highwood	77	1	1	0	79	3	0	0	0	3
Highland Pk HS	178	0	0	0	178	2	0	0	0	2
Ingleside/Big Hollow	24	0	0	0	24	1	0	0	0	1
Ingleside/Gavin	47	0	0	0	47	2	0	0	0	2
Lake Bluff	47	0	0	0	47	3	0	0	0	3
Lake Forest	120	1	0	1	122	6	0	0	0	6
Lake Forest HS	79	0	0	0	79	1	0	0	0	1
Lake For/Lincolnshire	60	0	2	0	62	2	0	0	0	2
Lake For/Rondout	8	0	0	0	8	1	0	0	0	1
Lake Villa	85	0	0	1	86	3	0	0	0	3
Lake Zurich	203	0	2	0	205	4	0	0	0	4
Libertyville	138	0	0	1	139	4	0	0	0	4
Libertyville HS	122	0	2	1	125	2	0	0	0	2
Libertyville/Oak Gr	36	0	0	0	36	1	0	0	0	1
Mundelein/Diamond Lk	45	0	0	0	45	2	0	0	0	2
Mundelein Elem.	65	0	0	0	65	3	0	0	0	3
Mundelein/Fremont	38	0	0	0	38	1	0	0	0	1
Mundelein HS	64	0	1	0	65	1	0	0	0	1
North Chicago	135	70	5	4	214	5	5	0	0	10
Prairie Vw/Stevenson	116	0	3	0	119	1	0	0	0	1
Round Lake	266	0	2	0	268	7	0	0	0	7
Vernon Hills/Hawthorn	172	0	0	0	172	5	0	0	0	5
Wadsworth/Millburn	20	0	0	0	20	1	0	0	0	1
Wauconda	139	0	0	0	139	4	0	0	0	4
Waukegan	511	75	61	2	649	15	6	0	0	21
Winthrop Harbor	40	0	0	0	41 *	2	0	0	0	2
Zion/Beach Park	75	0	0	1	76	4	0	0	0	4
Zion-Benton HS	102	6	0	2	110	1	0	0	0	1
Zion	124	17	0	1	142	5	1	0	0	6
other	257	3	0	3	263	1	0	0	0	1

McHenry County:
19 Districts

	Teachers					Principals				
	White	Black	Hisp.	Asian	Total	White	Black	Hisp.	Asian	Total
Cary	110	0	0	1	11	4	0	0	0	4
Crystal Lake HS	197	0	0	0	197	2	0	0	0	2
Crystal Lake	277	1	0	0	278	8	0	0	0	8
Fox River Grove	26	0	0	0	26	1	0	0	0	1
Harrison	19	0	0	0	19	0	0	0	0	0
Harvard	98	0	0	0	98	4	0	0	0	4
Huntley	51	0	0	0	51	2	0	0	0	2
Johnsburg	114	0	1	0	115	4	0	0	0	4
Marengo HS	32	0	0	0	32	1	0	0	0	1
Marengo/Union	86	0	0	0	86	3	0	0	0	3
McHenry	170	0	0	0	170	6	0	0	0	6
McHenry HS	88	0	0	0	88	2	0	0	0	2
Richmond/Burton	25	0	0	0	25	0	0	1	0	1
Richmond Cons.	26	0	0	0	26	0	0	0	0	0
Riley	13	0	0	0	13	0	0	0	0	0
Spring Grove	15	0	0	0	15	1	0	0	0	1
Woodstock	220	0	0	0	220	8	0	0	0	8
2 others	77	0	0	0	77	2	0	0	0	2

Will County:
30 Districts

	Teachers					Principals				
	White	Black	Hisp.	Asian	Total	White	Black	Hisp.	Asian	Total
Beecher	34	0	0	0	34	2	0	0	0	2
Chaney/Monge	21	0	0	0	21	1	0	0	0	1
Channahon	117	0	2	0	119	3	0	0	0	3
Crete Monee	191	14	3	2	210	6	1	0	0	7
Elwood	18	0	0	0	18	0	0	0	0	0
Frankfort	50	0	0	0	50	2	0	0	0	2
Joliet/Joliet	378	64	18	3	463	15	5	1	0	21

	Teachers					Principals				
	White	Black	Hisp.	Asian	Total	White	Black	Hisp.	Asian	Total
Joliet/Joliet HS	226	26	11	0	263	1	1	0	0	2
Joliet/Laraway	22	2	0	0	24	1	0	0	0	1
Joliet/Rockdale	11	0	2	0	13	1	0	0	0	1
Joliet/Union	10	0	0	0	10	0	0	0	0	0
Lockport/Fairmont	4	18	0	0	22	1	1	0	0	2
Lockport/Homer	171	1	0	1	173	4	0	0	0	4
Lockport HS	101	5	3	0	109	2	0	0	0	2
Lockport/Milne	28	0	0	0	28	1	0	0	0	1
Lockport/Taft	11	0	0	0	11	0	0	0	0	0
Lockport/Will Cty.	43	0	0	0	43	2	0	0	0	2
Manhattan	23	0	0	0	23	1	0	0	0	1
Mokena	48	0	0	0	48	3	0	0	0	3
New Lenox	120	0	0	0	120	5	0	0	0	5
New Lenox HS	145	0	1	0	146	2	0	0	0	2
Peotone	68	0	0	0	68	3	0	0	0	3
Plainfield	164	0	1	0	165	5	0	0	0	5
Reed Custer	105	0	0	0	105	5	0	0	0	5
Richland	12	0	0	0	12	0	0	0	0	0
Summit Hill	79	0	0	0	79	4	0	0	0	4
Troy	90	0	0	0	90	3	0	0	0	3
Valley View	556	21	2	3	582	13	1	0	0	14
Wilmington	76	0	0	0	76	4	0	0	0	4
other	10	0	0	0	10	0	0	0	0	0

TOTAL: 298 Districts

* denotes a district that employs 1-2 Native American teachers

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